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ABSTRACT

Recommendations to further the educational development of minority college students are addressed in an essay, and descriptions of college programs funded by the Minority Achievement Program (MAP) are presented. In "A National Study of Minorities: Some Implications for Undergraduate Education," Alexander W. Astin considers the recommendations of a 1978 Higher Education Research Institute study on the educational gains, current status, and future prospects of minorities and ethnic groups in American higher education. Two themes are the structure of public higher education systems and the "value-added" approach to testing and assessment. The following programs funded through The Sears-Roebuck Foundation's MAP are described: a 7-week professional career preparation program at Bennett College; exit interviews with black students withdrawing from predominantly white Wilson College and a career workshop involving alumnae; an evaluation of Howard University's Summer Enrichment Program for Gifted and Talented Youth in elementary school; Caldwell College's summer courses in reading, writing, and problem-solving techniques for freshmen and an intensive training program for peer tutors in the writing and mathematics support centers at Tougaloo College. Other college programs are also briefly described. (SW)

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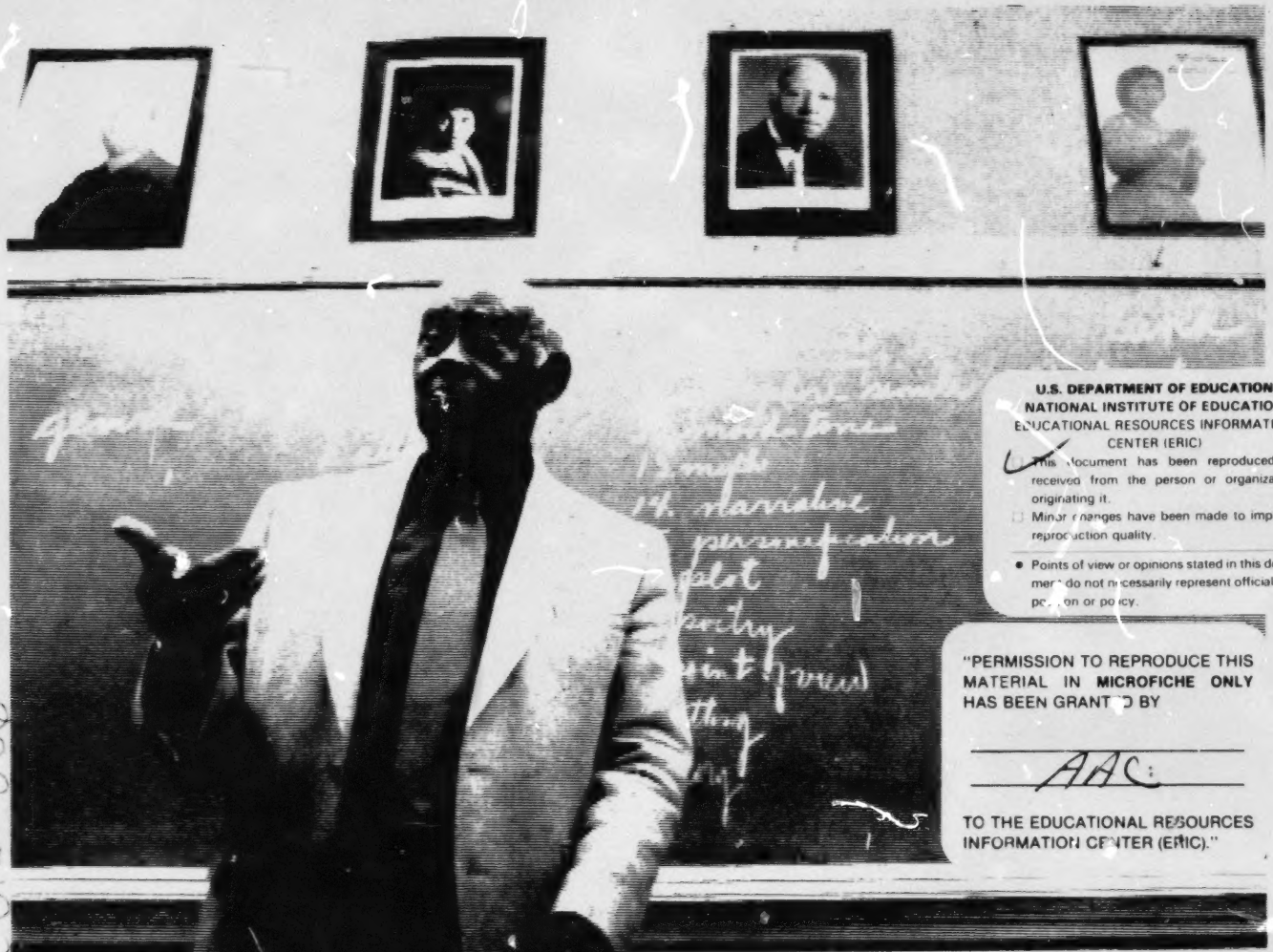

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Editor
Peggy Brown

Research Assistant
Tina Adler

Subscriptions Assistant
Jacqueline Coleman

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Educational Equity for Minorities

In *Minorities in American Higher Education*, Alexander W. Astin reports that the percentage of whites who complete college is 23 percent, while for blacks the percentage is 12 percent; Chicanos, 7 percent; Puerto Ricans, 7 percent; and American Indians, 6 percent. The activities described in this issue of *Forum* address some of the problems and concerns that have caused these inequities. Each of the colleges and universities listed here received a grant from AAC's Minority Achievement Program (MAP), which is funded by the Sears-Roebuck Foundation. In the following essay Dr. Astin advocates a "values-added" approach to testing and assessment as a method for improving student performance and ensuring educational equity for all students.

A National Study Of Minorities: Some Implications For Undergraduate Education

by Alexander W. Astin, President
Higher Education Research Institute
University of California, Los Angeles

In late 1978 the Higher Education Research Institute initiated a major three-year study of the status of minorities in U.S. higher education. This study, supported by a grant from the Ford Foundation, was done under the auspices of a nine-member national commission comprising selected scholars, administrators, and policy-makers. The majority of the Commissioners were also members of one of the four groups being studied (blacks, Chicanos, Puerto Ricans, and American Indians).[1] The main purposes of the study were to examine the past gains, current status, and future prospects of minorities in American higher education, and to formulate recommendations aimed at furthering their educational development.

Since the methods and findings of the study[2] are much too extensive to report here, I shall focus instead on the Commission's recommendations. Many of these recommendations echo familiar themes: to strengthen academic and personal support services, increase scholarship and fellowship aid for both undergraduate and graduate students, display greater sensitivity to issues of bilingualism, increase efforts to hire and promote minority faculty and administrators, and provide greater support for research on minorities in higher education.

Several other major recommendations, however, focussed on themes not usually associated with minority issues: 1) the structure of public higher education systems, and 2) the "value-added" approach to testing and assessment. In examining public systems on a state-by-state basis, the Commission noted a disproportionate concentration of minorities in community colleges and a dearth of minorities in the "flagship" universities of most states. If these different tiers in our state systems provided comparable opportunities for students pursuing the bachelor's degree, this skewed distribution might not be a cause for concern. But the opportunities are not equal: Not only do the universities and other four-year institutions generally have higher funding levels and better educational resources than most community colleges, but the Commission's longitudinal research showed that, after controlling for differences in

[1]Members of the Commission on the Higher Education of Minorities were O. Meredith Wilson (Chair), Alexander W. Astin (Study Director), Frank Bonilla, Cecilia Preciado Burciaga, Yvonne Brathwaite Burke, Albert H. Hastorf, Calvin B. T. Lee, Alfonso A. Ortiz, and Stephen J. Wright.
[2]*Minorities in American Higher Education*. San Francisco: Jossey-Bass, Inc., 1982.

academic preparation, motivation, and family background, the students' chances of eventually obtaining the bachelor's degree are substantially better at four-year institutions than at community colleges. This is a clear-cut case of "separate and unequal."

In view of these facts, the Commission recommended that 1) community colleges strive to strengthen their transfer programs; and 2) the flagship universities make greater efforts to enroll more minorities (which would seem to require, among other things, that less reliance be placed on test scores and other traditional admissions criteria). My personal view is that, unless one or both of these recommendations is successfully implemented, there is no way in the foreseeable future that minorities in most of our 50 states are going to get an equitable share of the available higher education opportunities.

Perhaps the most widely discussed of the Commission's recommendations was that institutions adopt a "value-added" approach in their testing and assessment procedures. The basic idea behind the value-added approach is that higher education's primary educational mission is to *develop* talent. Since the verb "develop" clearly suggests *change* or *improvement* over time, it follows that institutions ought to be interested in whether, and to what extent, their students are learning over time. Unfortunately, our current assessment procedures do not tell us much about student learning. Traditional course grades may reflect something about what students know at the end of a course, but not necessarily about what has been *learned* during the course. Also, grades are relativistic in nature, since they merely rank students from best to worst.

The value-added approach attempts to remedy this problem through the use of repeated measures that reflect *changes* or *improvements* in student performance over time. An important pedagogical feature of this approach is that it provides both students and professors with *feedback* on the nature and extent of student growth. Literally hundreds of studies of human learning suggest that such improved feedback or "knowledge of results" would substantially improve the quality of instruction and would greatly facilitate the learning process.

In actual practice, the value-added approach might work something like this. Colleges and universities would test newly-admitted students to determine their entering levels of competence for purposes of counseling and course placement. These initial "pretest" scores would be useful not only in providing both students and faculty members with information about the student's specific strengths and weaknesses, but would also constitute a baseline against which to measure later student progress. Following the completion of appropriate courses or programs of study, staff members would readminister the same or similar tests to measure student growth. Differences between "pretest" and "posttest" performance would provide students, faculty, and institutions with critical feedback on the nature and extent of student growth and development.

The value-added approach does not depend on the use of any particular assessment method. Objective tests, essays, interviews, departmental examinations, work samples, performance examinations, and many other approaches might be appropriate, depending on the content and objectives of the course or program in question.

I think it is important to recognize that the value-added idea has important implications for the way that we define quality or excellence in education. Traditionally, we academics have been inclined to equate quality with *resources*: how much money, how many prestigious faculty, and how many bright students we have at our institution.

The basic argument underlying the value-added approach, however, is that true excellence resides in the ability of the college *to affect its students favorably*, to enhance their intellectual development, and to make a positive difference in their lives. The most excellent educational programs are, in this view, those that have the greatest impact—add the most value—to the student's knowledge and personal development.

To me the value-added approach represents a significant improvement over the "resource" conception of excellence because it deals directly with the fundamental purpose of education: the enhancement of student knowledge and competency. And by focusing on the *improvement* of student performance over time, it would seem to foster excellence by emphasizing the need to employ existing resources in such a way as to maximize student learning. Of equal importance is the fact that a given school's *capacity* for excellence, in value-added terms, is not constrained by what other institutions accomplish. Thus, unlike reputational surveys, which define excellence in comparative terms, the value-added approach permits institutions to attain high levels of excellence without regard to what other institutions accomplish. (It is possible, of course, to make institutional comparisons using the value-added approach, but such comparisons would still focus on the degree of improvement in student performance that occurs in individual schools and colleges.)

The Commission found the value-added approach particularly appealing because it does not conflict with the goal of educational equity. Since excellence in value-added terms focuses on improvement in student performance, the education of high achievers is not necessarily given higher priority than the education of middle or low achievers. Opportunities for further education are thus not denied simply because a given student is performing at a lower level than other students, and equal efforts can be made to encourage student learning at all levels. In value-added terms, then, any educational investment in a student is "paying off" as long as the student continues to show progress. Students are not denied educational opportunities simply because they happen to be performing below some "norm," and all students are encouraged to continue their formal education as long as they continue to show progress.

Bennett College

Exploring the Life Of the Minority Professional

With the help of MAP funds, a group of twelve students at Bennett College, a predominantly black, women's college, participated in a seven-week program to help prepare them for future professional work. The program included five weeks of formal study of social stratification—"the ranking of classes within our society"—and two weeks of field study and firsthand analysis of the pro-

fessions in Washington, D.C., says Regina George-Bowden, former director of the Bennett College Field Studies Office and presently a doctoral student at North Carolina State University.

In keeping with the college's philosophy that students' academic careers should include group activities and community participation, the program sought to enable students "to investigate and become participants in the dynamics of social stratification as it relates to the black female professional," says Bowden. She designed the program to help students gain exposure to a diversity of role models, be motivated to pursue a professional career, gain an understanding of the characteristics of a black professional, identify personal strengths and weaknesses, and establish job connections. Bowden picked students for the program on the basis of an essay they wrote describing why they wanted to join the program.

Bowden arranged the field study in conjunction with the Washington Center for Learning Alternatives (WCLA), a private nonprofit, independent organization founded in 1975. WCLA recruited professionals from the Washington, D.C. area interested in participating in the program, arranged room and board for the students, and worked with Bowden in establishing goals for what the students should accomplish from the program.

Learning On and Off Campus

The five-week student preparatory stage consisted of weekly hour-long classes beginning in March 1982. Students studied social stratification themes and the behavioral patterns of individuals in various professions, and discussed their expectations of the program and ways to take advantage of the field study experience. They read from the works of Eric Wright, Anthony Giddens and Andrew Billingsley.

The May 1982 Washington, D.C. field work incorporated conceptual and practical information from the training session. Bowden designed the two-week field session to help students understand the factors affecting professional development and adult life styles. Students participated in briefings with leading black professionals who focused on social stratification as it relates to ethnic, sexual, age, and occupational differentiation in the United States.

Some of the discussions students participated in with the professionals included examinations of what happens when a society becomes stratified, the importance of both education and cultural inheritance in the survival of black communities, and the influence of family background on career aspirations. Students also attended briefings with government officials to discuss the role of women and minorities in the Reagan administration and with the Executive Director of the Congressional Black Caucus, Inc. to discuss strategies for developing a political base in the black community. Students visited public relations, law, and marketing firms; Congressional committees; the Corporation for Public Broadcasting; and Howard University.

For two days during their stay in Washington, each student "shadowed" a professional black man or woman—going through their day with them. The participating professionals included Illinois Congresswoman Cardiss Collins; Dean of Social Work at Howard University, Dr. Jay Chunn; and CBS reporter Jacqueline Adams. Washington, D.C. appealed to Bowden as the site of the field work because of the high caliber of professionals there, Bowden says. Her primary reason for organizing the program was that minority students do not gain a wide enough exposure to professional and cultural aspects of society.

"Students thought the experience was great," Bowden says. They were amazed at the difference between what they had learned in theory and what they actually witnessed in Washington, she says. The program resulted in personal changes in the student participants, rather than in curricular revisions, and the most successful aspect was "just for the students to be exposed to different life styles and become aware of black professional role models in their major field of study," Bowden says. She rates MAP as "excellent" and regrets that the college has discontinued the program due to lack of available funds.

While noting that she "was not disappointed with any aspect of the program," Bowden would not use WCLA in future comparable programs. Instead, she recommends recruiting professionals and finding accommodations on one's own. She feels she could have done the program for less than the $400–$500 WCLA charged each student.

One of the program's goals which has yet to be accomplished is involving other area colleges and universities in activities similar to those that occurred at Bennett. To disseminate ideas for encouraging minority students into the professions, Bowden held a one-day workshop for nearby colleges at Bennett in fall 1982. Participants focused on the role of experience-based learning in professional socialization and career planning, examined existing off-campus learning opportunities, and discussed the details of student recruitment, preparation and evaluation. It is still too early to tell the effects of the workshop on the colleges, Bowden says. She recommends that administrators interested in setting up a program similar to Bennett's "be well organized and know what they want students to learn." *T.A.*

For more information, contact: Regina George-Bowden, Doctoral Student, Sociology Department, North Carolina State University, Raleigh, NC 27607, 919/737-3180.

Wilson College

Recognizing Black Students' Concerns

In exit interviews with black students leaving the college for various reasons, Wilson College administrators discovered that the undergraduates often felt that their concerns were ignored at the predominantly white liberal arts college for women, says Susan D. Waring, acting dean of student affairs and director of career services. In order to combat this situation, Waring offered a series of student and faculty meetings with the aid of a MAP grant.

As the first step in learning more about what minority students identified as their greatest frustrations, Waring interviewed the 12 black women on the 206-student campus. Students told her that most of their concerns were outside the classroom. "They felt that their choices in music at dances, or speakers, or movies, were being ignored," says Waring. She lists other observations as differing tastes in food, the lack of a black studies program, white students' ignorance of black culture, and the absence of positive black role models.

In the interviews students also identified the faculty members whom they felt would benefit most from learning more about minorities. Working with the students' concerns, Waring and a black faculty member designed a summer workshop for faculty members and student services staff members. Waring describes the goal of the workshop as establishing an awareness of black students' backgrounds and concerns. She invited education consultants to discuss the importance of college to the minority family, black students' expectations on a white campus, and how a school can be responsive to minority students.

"We learned that we have to approach these students differently," says Waring. "We have to interpret what it means to be tops in your class at different schools and how to compare SAT scores. I was impressed with faculty members' willingness to discuss problems."

As originally proposed in the MAP project, Waring had planned to incorporate the findings from the student interviews and the faculty workshop into a special orientation session for black freshmen during fall 1981. After the admissions office informed her of the drop in minority student enrollment, she decided that a separate orientation program would increase minority students' sense of isolation. Instead, she designed a more comprehensive program for all students that included emphasis on interpersonal relations and cultural differences. In addition, Waring met with all freshmen English classes to provide assistance with study skills, test taking, and time management, areas that had been identified in the workshop as special concerns for black students.

Black Role Models

One of the areas emphasized by minority students was the absence of black professional role models. Waring admits that this is a problem in Chambersburg. "The black population tends to live 'on the other side of the tracks,'" she says. "We want to educate the black professional woman, yet we don't provide any role models or even the environment that a person from Baltimore or Washington, D.C. can relate to."

To respond to the problem, Waring asked instructors to recommend black Wilson College alumnae who might be interested in participating in a career workshop. She contacted them and set up a panel of graduates who included a social worker, an engineering recruiting specialist, a telephone company staff manager, and an educator with her own business.

During the fall 1981 workshop, the alumnae discussed not only their careers and the realities of the working world, but also what it had been like to be a black student when they were at Wilson College. In addition to panel sessions, the graduates also met informally with the students. Waring rates the experience as a success and notes that students and alumnae exchanged addresses and keep in touch. She also credits the graduates' encouragement with increasing black students' participation in leadership roles on campus; administrators had been distressed at the decline in the number of black students pursuing elected office.

Because the alumnae agreed to participate in the career workshop at a rate lower than originally budgeted, Waring was able to extend the MAP project into the spring 1982 semester. She arranged for a black anchorwoman from a Pittsburgh television station to visit the campus during the Afro-Am weekend and talk about how to succeed in the business world. The anchorwoman invited a minority recruiter who specializes in career strategies to share the session with her. "They discussed black women surviving and climbing in the corporate structure," says Waring, "the games that are played and the importance of establishing goals, contacts, and a network."

Waring says the spring program was another success, although she was disappointed that more whites did not attend. She identifies the disinterest of both white faculty members and students as the biggest problem in the MAP activities. Although she is not sure how to address this problem, she plans to keep talking with people and encouraging their involvement; she is arranging additional career workshops which she feels should be of interest to both black and white students. Waring also notes that the summer workshop participants are becoming more actively involved in campus functions. "They discovered that if you take the time to understand the students then they will want to relate to you," she says. "The more they relate to you the more you want to be involved."

Waring concludes that the MAP activities helped black students feel less alienated and pleased that administrators and instructors were showing concern for their needs. "Too often we want to say that there are no differences between blacks and whites," says Waring, "but we learned that that is not always the case. The background which our black students come from is different enough to affect their lives here. By understanding these differences we can better interpret the strengths in these women's backgrounds." *P.B.*

For more information, contact: Susan D. Waring, Acting Dean of Students, Wilson College, Chambersburg, PA 17201, 717/264-4141.

Howard University

Guiding Gifted Children

Howard University opens its doors to approximately 120 exceptionally bright and motivated elementary school children for five weeks every summer, as part of the Satellite Summer Enrichment Program for Gifted and Talented Youth. James Williams, associate professor of educational psychological studies, designed the program in 1979 to respond to the void of organizations that identify and teach gifted minority students. "Bright students are entitled to experiences that will provide many and varied activities. The typical classroom diet is frequently inadequate for the brighter child whose needs demand activities that deepen and broaden his or her understandings, which is a major goal of these summer activities," Williams says. In 1981, Williams received MAP funds to extensively evaluate his program.

The Summer Enrichment Program is an outgrowth of Howard University's Graduate Leadership Training Program in Gifted Education, designed by Williams, which trains teachers to better educate and meet the needs of gifted children. A requirement of the graduate program is teaching in the summer program, so the teachers will have the opportunity to "translate theory into practice," Williams says. The students are third through eighth graders

attending public and private schools primarily in the Washington, D.C. area. Williams recruits the children by contacting school principals, who send him the names of students scoring at the 85th percentile on a comprehensive nationally standardized achievement test, such as the Iowa Test of Basic Skills. Williams further screens the applicants by administering other tests.

Williams' basic premise for starting the Satellite Program is that "the more positive experiences one has as a developing individual, the more options and freedom of choice one is likely to have as an adult." Minority children tend to fall behind "mainstream white America," despite being born with basically the same abilities, because of lack of opportunity, Williams believes. He says his program seeks to develop the children's skills in critical and creative thinking and problem solving, and to deepen and broaden their knowledge base.

Ability, interest, and age determine what level the children will enter and the courses they take. Children often return each year thus curriculum accommodates both old and new students. Students attend classes in science, mathematics, and language arts. Because the school meets only in the morning, there is no time for elective courses, Williams says. The program's fifth week is optional and consists of one class a day in the arts or communications.

Courses for Motivated Students

The Language Arts classes include work in reading, speaking, and composition. In the lower grades teachers use reading to develop and enrich students' analytical and comprehensive abilities. The children improve their vocabulary through reading, speaking, listening and writing exercises. In the middle level Language Arts courses, Communication/Careers, students explore the concepts of careers and their importance. In the 1981 program students identified 15 occupations and compared the personality attributes of successful members of each field. In the upper level Language Arts classes, called Leadership, students study characteristics of leaders, analyzing their strengths and weaknesses and participate in simulation and role playing games.

Science courses focus on scientific principles and discoveries and stress hands-on experience. Howard University staff members give students access to the biology greenhouse, laboratories, and the computer. Lower grade students study physical and biological sciences; classify foods, plants, and animals; and study the relationship of food, energy, growth and health. In the middle and upper grades students study general biology, astronomy, physical sciences or basic inorganic chemistry.

Mathematics courses both reinforce basic skills and extend the students' existing logic, problem solving, and critical and creative thinking skills, according to the 1981 final report. According to Williams, the teachers use innovative approaches and develop the students' skills by teaching them to recognize and solve mathematical problems in every day situations. In the middle grades children take Mathematical Reasoning, which includes a project developing their own business. The Calculator Mathematics course teaches upper level students to use a calculator to solve mathematical problems, says Mildred Wright, who teaches the course. Qualified middle and upper level students often choose a Computer/Mathematics course in which they learn BASIC computer programming language and develop their own programs.

The optional fifth week includes classes in art, which cover the basic structural principles of drawing and design, and Newspaper Production, which involves analyzing newspapers' content, developing interviewing and writing skills, and publishing a school paper. The week also includes the popular course Broadcast Production Arts, in which students learn about television production by working in the campus television studio with the studio staff and producing their own commercials, Williams says.

"The MAP grant enabled me to do a more detailed evaluation of the program and of the students," Williams says. This was necessary to see what kind of progress he was making and how the children were being affected by their experiences, he says. For the evaluation a research assistant compiled comments from parents and staff members and tabulated the information on a computer. "As a result of that evaulation we changed, particularly in response to the parents, the length of the program as well as the course offerings," Williams says. He made the program more interdisciplinary, offered the optional fifth week, and introduced courses in journalism, communications, chemistry, and chess.

Both the students and the parents rate the program highly, Williams says. "The kids love it. They say everyone here wants to learn and that the classes are not like they are in public school. The teachers here are more interesting and make the learning fun. Also, the subject matter is interesting, even though it's more challenging," Williams says. He concluded in the MAP-funded evaluation that the program was successful at challenging the children "to think critically about the past, present, and future in order to make more realistic decisions now and in later life. . . . Each subject area was focused to guide the student toward becoming more analytical, critical and evaluative in the thought processes."

Williams recommends when running a similar program to be very selective in choosing students and faculty, to make the courses challenging, and to begin planning for the program well in advance. "The teaching staff makes the difference, and if the courses aren't challenging the kids won't come back," he says. Williams welcomes recommendations on the only problem he currently faces—lack of funding. Tuition does not cover program expenses and is not affordable for many parents. He does receive some grants, but he is still unsure whether there will be money to finance a summer 1983 program. *T.A.*

For more information, contact: James Williams, Associate Professor of Educational Psychological Studies, School of Education, Howard University, 2400 6th St., NW, Washington, DC 20059, 202/636-5633.

Caldwell College

Teaching Students How to Think

The philosophy behind the MAP-funded program at Caldwell College is that for freshmen to handle college-level studies, they must first master basic cognitive skills: making analogies, generating questions, and classifying and organizing concepts, which will enable them to solve

problems, says Anita Ulesky, director of the College Learning Center, which sponsored the program. Tests showed that approximately 75 percent of the incoming students could not think abstractly, adequately dissect the elements of a problem or clearly follow their own thought processes, according to a report.

During spring 1982 the Learning Center employed three consultants to train 13 members of the learning center staff and two faculty volunteers in cognitive theory. The workshop participants experimented with the consultants' sample lessons and developed their own lessons and teaching strategies. Two of the consultants were faculty members from another college that had successfully implemented a similar program. After the workshop Ulesky and two faculty participants redeveloped two six-week summer courses for freshmen who tested poorly in the basic skills. The courses were Reading and Writing, and Problem Solving Techniques. A pilot group of 15 minority students attended these courses in summer 1982, and also enrolled in a psychology course that did not have a new curriculum but reinforced the cognitive skills developed in the other two courses.

In the problem solving course students learned how to brainstorm, check for assumptions, find patterns, and use tables, grids and diagrams. In the reading and writing courses students learned how to find a point of reference in unfamiliar subject matter, classify materials, ask questions, and make analogies and inferences. The courses relied heavily on games. To learn how to ask the right questions, for example, the students played a version of twenty questions in which they had to guess what object the instructor was thinking of by asking him "yes or no" questions. After a series of such games the students analyzed their system for finding answers, and determined which questions were best for finding answers quickly.

"The program was a huge success," Ulesky says. The students liked their classes and their test scores improved. The average increase was 11 points on the vocabulary section of the Cognitive Abilities Test, 24 points on the reading and comprehension, and 13 points on the analytical skills section. The program encouraged faculty members across campus to emphasize problem solving instead of memorizing, Ulesky says. Being able to experiment with the program and "get their act together" with the MAP funds helped the learning center get a $40,000 award from the college's Title III grant to expand the program. In fall 1982 20 faculty members participated in another workshop on cognitive theory. The learning center staff is developing a core of courses emphasizing cognitive skills which freshmen who do poorly on the basic skills tests would be required to take. The summer 1983 cognitive skills courses will be similar to those offered in 1982 with the exception of the psychology course, which will incorporate more of the cognitive theories.

Ulesky sees faculty training as crucial to the success of the program and says it must be done gradually and thoroughly. Faculty members should develop their own materials instead of relying on those of other people, she says. Ulesky concludes, "It's amazing how difficult it is for us as teachers not to tell students rules, but to let them work through the discovery of rules." *T.A.*

For more information, contact: Anita Ulesky, Director, College Learning Center, Caldwell College, Caldwell, NJ 07006, 201/228-4424.

Tougaloo College

Peer Tutor Training

Nearly fifty percent of Tougaloo College's freshmen require assistance from one of this historically black institution's academic support centers in writing, mathematics, reading, and speech, according to Rose Parkman Davis, instructor of writing. Davis blames students' poor academic preparation on "the negative aspect of inflated grades, social promotion, and impoverished pre-college learning experiences."

In the past, administrators combated these problems with small classes and the academic support centers. As a result of faculty cutbacks, instructors have had to rely more heavily on the college's system of peer tutors. During the 1981–82 academic year, Davis, who was director of the writing center, applied MAP funds to an intensive training program for peer tutors in the writing and mathematics support centers.

In devising the program, Davis asked her colleagues for recommendations on training content and materials. Previous tutor training had consisted of pairing a new tutor with an experienced tutor; in the new program tutors attended 40 hours of training which included role playing, discussion of the attitudes and problems students bring to the centers, and an examination of the signs of the potential dropout.

Because of the responsibilities given to peer tutors, Davis placed great importance in their selection. She and the mathematics center director asked faculty members to recommend students who they felt would make good tutors. "We were not necessarily looking for the A student," says Davis. "We needed students who worked hard and were punctual. Sometimes the best students will not work well with others or have the patience for tutoring."

Davis contacted the recommended students to determine their interest in the program. If they expressed interest, she invited them to apply and come in for an interview. Her final step was determining potential tutors' eligibility for work-aid funds. Davis and the mathematics center director each selected seven students for training during the 1981–82 academic year; students received stipends for their tutoring and for participation in the training program.

Training Sessions

During the early months of fall 1981, Davis and the mathematics center director met with the new tutors twice a week. They were assisted by their colleagues who had helped plan the sessions. Writing and mathematics tutors attended some joint sessions on general problems, behavior modification, and referral procedures.

In addition to acquiring interpersonal skills, tutors also practiced their own skills in writing and mathematics. Davis reviewed basic grammar and required the tutors to write regularly. Similarly, the mathematics center director reviewed mathematics concepts and offered assistance with word problems, an area of particular concern.

As part of the training, Davis used MAP funds to pay tutors' travel expenses to writing and mathematics conferences at universities in nearby states. She believes these visits were especially advantageous. "Ninety percent of our students come from rural areas," says Davis. "Many

have never been outside the state or have lived in a small, structured environment and have never traveled very far. They were elated to get off campus, learned a lot, and benefited from hearing others express the same concerns they had."

On the basis of evaluations by students visiting the support centers, Davis rates the training program a success. The writing tutors assisted students who visited the center as part of their classwork, as well as those students who had received an academic alert warning that their writing did not meet the standards of the college or of a particular instructor. In some instances, instructors assigned students to specific tutors and consulted with the tutors during the semester. At the writing center students can review more than 150 modules on writing skills, which a Tougaloo instructor designed based on the common errors he saw in student writing.

Davis says that the mathematics tutors assist students assigned to the center and those enrolled in the mathematics course taken by most Tougaloo College undergraduates, which requires attendance at the center. These latter students complete specific assignments and supplementary exercises in their problem areas. Davis credits the peer tutor training program with producing enough tutors to increase student visits to the writing center by 23 percent and to the mathematics center by 19 percent.

As a result of their experiences, Davis and a colleague prepared a handbook on tutor training. The handbook contains advice on tutor selection and training and answers to common tutor concerns. Davis has notified local college and university administrators of the handbook's availability, and plans to invite them to a spring 1983 conference on peer tutoring.

Additional activities include the training of four additional mathematics tutors and two more writing tutors. Davis also hosted a workshop on the peer tutoring concept and successful procedures for working with tutors for interested Tougaloo faculty members from a range of disciplines.

"The peer training program boils down to the successes tutors had with the students they worked with," says Davis. "Instructors were pleased with just how much students who really wanted to learn had improved." *P.B.*

For more information, contact: Rose Parkman Davis, Instructor of Writing, Tougaloo College, Tougaloo, MS 39174, 601/956-4941, ext. 209.

Additional Programs

Alverno College

Quest for Survival Skills—In 1981 Alverno College, a Catholic liberal arts college for women, reaffirmed its commitment to minority students by implementing a program to help "women of color navigate at a majority culture institution," says Andrea Teresa Arenas, ethnicity coordinator and coordinator of external assessment. Called Quest, the program features a five-week workshop for precollege students; the fifth workshop ran in fall 1982.

As originally outlined in their MAP proposal, Alverno College administrators had planned a career workshop for minority students. "We soon realized that these women needed more than just career information," says Arenas. Staff members developed a more comprehensive program aimed at helping students maintain their own cultural perspectives while learning how to survive in a majority culture environment, according to Arenas.

Workshop sections focus on assertiveness, crosscultural communication, and study techniques, as well as career planning. Arenas emphasizes that Quest is not a remedial program, although she does refer students with reading, writing, and mathematics problems to the appropriate offices.

Arenas is proud of each workshop's consciousness-raising session. Scheduled for three hours, the program usually runs more than five as the students "explore areas of conflict and pain for women of color," says Arenas. She believes this helps the women focus their energies on succeeding in college rather than succumbing to feelings of insecurity. In addition, the women see the similarities in their situations and begin to form a supportive network, she says.

Participants also meet professional minority women who talk about their backgrounds, personal lives, college experiences, and careers. Says Arenas: "They tell students that they are not alone, that the problems are not all their fault, and that they can make it through and succeed."

Arenas has also videotaped interviews with Hispanic women professionals. One woman, for example, recounts her experiences as a migrant worker, a wife and mother, a college student and, now the governor's adviser for minority initiatives. Arenas is looking for funds to do similar series on black, Asian, and Native American women.

Arenas believes such positive role models have helped minority women feel better about themselves and resulted in minority enrollment rising from five to thirteen percent. "Quest helps students gain survival skills from a myriad of perspectives," she says. *P.B.*

For more information, contact: Andrea Teresa Arenas, Ethnicity Coordinator, Alverno College, 3401 S. 39th St., Milwaukee, WI 53215, 414/647-3792.

Augsburg College

College Preparation—Hoping to increase minority students' chances for collegiate success, Augsburg College administrators developed a program of academic survival skills for recent high school graduates. MAP and Aid Association for Lutherans funds paid for eight black and Native American students to attend the four-week Summer Bridge Program. Students lived on campus and attended special classes, cultural and recreational events, and group counseling sessions. The latter included discussions of racism and college life and visits from minority professionals, who served as role models.

In a communication course students focused on "the differences in language usage in written and oral communication," according to Bonnie Wallace, director of the summer program and the American Indian Student Support Program. Students practiced writing and speaking, as well as identifying the main idea in reading and listening exercises.

Students developed "the imagination for artistic and practical endeavors" with brainstorming, problem-solving, and structural analysis exercises in the creative expression course, says Wallace. In the mathematics/computer awareness course they upgraded mathematics skills and worked with computers. As a final project students wrote essays about their college plans. They interviewed college personnel, completed library research, and wrote about

the differences between various colleges and what to look for in the college experience.

As originally proposed, Wallace had intended the summer students to attend Augsburg College and work with faculty mentors. Because the participants chose other colleges, administrators will apply the remaining funds to a program for disadvantaged gifted high school students during spring 1983.

Richard Green, dean of the college, invited instructors to work with individual students, identified by a local high school, on projects of mutual interest. Wallace predicts the program will be a "co-learning experience." She cites the example of a student reading works by various authors. The instructor, she says, will expose the student to new authors while the student will share his or her cultural and ethnic perspectives on the writings.

Both Green and Wallace agree that future bridge programs must employ more aggressive recruiting efforts in order to attract students from other minority groups. Wallace says students enjoyed the program and were pleased that staff members participated in social activities. She identifies students' varying levels of mathematics competency as one problem area, and says the staff would have been better prepared for this if they had given pretests. *P.B.*

For more information, contact: Bonnie Wallace, Director of American Indian Student Support Service, 612/330-1138. Richard Green, Vice President for Academic Affairs and Dean of the College, 612/330-1024. Augsburg College, 731 21st Ave. S, Minneapolis, MN 55454.

Augustana College

Introducing Native American Culture to the College Campus—The administrators and faculty members at Augustana College in South Dakota developed a program to help Native American students, which represent fifteen percent of the student body, succeed in college on an academic, cultural, personal and social level, says Martin Brokenleg, assistant professor of minority studies. Brokenleg designed the program to help decrease the high attrition rate of Native Americans and increase the entire college community's understanding of Native American life.

The MAP-funded program included a summer visit to the freshmen's reservations by seniors who acted as peer counselors; continuation of the Academic Support Services Office; a course to introduce the Native American freshmen to their new surroundings; and family weekends. Peer counseling "worked better than we could have imagined," says Brokenleg. The Native Americans felt comfortable with the peer counselors who could speak from immediate experience on academic and social problems, Brokenleg says.

The cultural events included lectures by Indian artists and philosophers and a spring "Kini Conference"; "kini" means resurrection or renewal. The well-attended conference focused on the relationship and differences between Native Americans and whites.

More than half of the Native American students took advantage of the academic support center services. Fifteen students attended a course which introduced them to the history of the local community, the university's educational policies and procedures, and library procedures, among other topics.

The family weekends on campus "were to be the heart of our program," Brokenleg says, but all but one of the families were unable to attend due to personal problems. The family weekend was an attempt to duplicate high school programs of the mid-1970s, in which Native American families and culture were brought to the schools and the attrition rate was virtually eliminated.

Brokenleg recommends that persons operating similar programs "take care that peer counselors are well trained," and he advises arranging contacts for them in student affairs offices. Despite his own difficulties, he still strongly encourages bringing families to campus.

With the exception of the family weekends, much of the program is continuing with new funding. Since the program began, retention of Native American students increased from 20 to 25 percent, and they have gained recognition on campus. "Administrators and staff attended to Native American affairs not only because there was an increase in activities, but because MAP had attended to our proposal and thought there was some merit in it," Brokenleg says. *T.A.*

For more information, contact: Martin Brokenleg, Assistant Professor of Minority Studies, Augustana College, Sioux Falls, SD 57197, 605/336-4111.

Bethune-Cookman College

Quantitative Research Methodology Seminar—Five upper division students at Bethune-Cookman College, whose student population is 96.7 percent black, are gaining graduate-level skills in quantitative research methodology in a two-semester seminar during the 1982-83 academic year. With MAP funds, Kwaku Twumasi-Ankrah, assistant chairperson of the division of social sciences, designed the seminar to raise students' research skills above those usually acquired at the undergraduate level. Says Ankrah: "Most minority students in graduate programs in the social sciences fail to complete their theses and dissertations. This can perhaps be avoided with strong backgrounds in research methodology."

Ankrah invited students with graduate school aspirations to participate in the seminar. Most participants are political science majors, who Ankrah characterizes as "highly motivated and enthusiastic."

In addition to Ankrah, who is also an assistant professor of sociology, two other instructors are teaching the seminar. They divided the course material into the areas of statistics, research methodology and theory construction, and data processing, and each teaches one area. This is the first time the college has offered the three topics in one course, says Ankrah.

During the fall semester instructors discussed types of social research, sampling procedures, theory construction, and data collection methods. Students also reviewed literature and prepared research proposals for individual projects to be completed during the spring 1983 semester. Ankrah says most projects focus on political issues such as voter behavior and political socialization.

During the spring semester the students will receive individualized counseling from one of the instructors as they work independently on their research. Ankrah will also schedule group meetings, and students can confer with the other instructors. Students will interview their peers and members of the local black community. In addition, they will learn to write computer programs and use the Statistical Package in the Social Sciences (SPSS) for data processing and analysis. For their final project students will write research papers and defend them in an open faculty forum. Ankrah says the course is helping students grasp the specific principles of research methods and improve their research abilities. *P.B.*

For more information, contact: Kwaku Twumasi-Ankrah, Assistant Chairperson, Division of Social Sciences, Bethune-Cookman College, Daytona Beach, FL 32015, 904/255-1401, ext. 344.

University of California, Los Angeles

Professional Action for Career Training—Undergraduate minority students will be able to learn about careers in management in the proposed Professional Action for Career Training (PACT) program at the University of California, Los Angeles Graduate School of Management (GSM). In August 1982, 11 students attended a MAP-funded pilot version of the proposed six-week summer institute, which will be PACT's core.

Administrators selected participants on the basis of grades, essays, applications, and recommendations. During the three-

week pilot, students completed short courses in management, mathematics, writing, and leadership skills. They visited local corporations and attended panels on management careers conducted by graduate students and alumni. During the academic year instructors are continuing to counsel students on appropriate preparation for graduate work at GSM.

Prior to PACT's development staff members conducted research on ways to recruit minority students and provide background skills necessary for graduate school success. "We learned that minority students do not have opportunities to see what management does," says Diane Dean, associate director of admissions for GSM. "In the pilot, students learned about management and are now able to make better decisions about whether or not a business career is for them."

The pilot institute also gave staff members the opportunity to test the viability of their ideas, says Dean. On the basis of their evaluations, staff members are refining a proposal requesting funds for future institutes. If funded, instructors will conduct a six-week institute for 35 to 50 students and will offer a more comprehensive follow-up. Proposed activities include scheduling weekend courses, facilitating tutorial services with campus offices, arranging internships with local companies, and establishing mentor relationships between PACT graduates and GSM faculty members.

Dean also hopes to involve PACT graduates as advisers for other minority students. "They were pleased with the program and want to share their experience with others," she says. *P.B.*

For more information, contact: Diane Dean, Associate Director of Admissions, 213/825-5272. Alfred E. Osborne, Assistant Dean and Director of the MBA Program, 213/825-4316. Graduate School of Management, University of California, Los Angeles, 405 Hilgard, Los Angeles, CA 90024.

California State College, Bakersfield

Developing The Skills For Careers—To increase minority students' interest and success in career fields in which they have been traditionally underrepresented, California State College, Bakersfield administrators established in fall 1981 a MAP-funded program which combines abilities and interests assessment, a network of professional contacts for students, and internships, says Sandra Matsui, director of Student Special Services and assistant director of the Educational Opportunity Program. Ideally students will participate in all three phases of the program, beginning in their freshman year, but students may currently opt to choose only a part of the program.

Students begin by taking a battery of tests which assess information on their work preferences and experience; abilities, such as mechanical reasoning, numerical skills, reading and language use; interests; and biographical information. Student Special Services staff members use the results to direct students to counseling, tutorials, and basic skills development classes.

To provide students with role models, advice, and career information, the program staff established a network of minorities working in businesses across the country, such as Occidental Petroleum and Continental Telephone Company, interested in helping students, Matsui says. Students also visit local businesses and industries and attend lectures by business representatives. Students can also choose to participate in a semester-long career development course and receive college credit.

These aspects of the program help to prepare and interest minority students in participating in the internship program, whose staff was having problems identifying qualified minority students to participate before the MAP program began, Matsui says. Students work in paid jobs related to their career interests. The internships increase students' motivation and confidence in their abilities to succeed and allow them to better evaluate their academic courses in relation to their career goals. The internships also increase private industry's awareness of the students' worth as employees, according to Matsui. Students either work part-time or alternate periods of school with full-time employment.

The program has been very effective, and the students are responding positively, Matsui says. Initially the staff had problems getting students interested so they offered the course in career development for credit. To ensure that a program of this nature becomes a regular feature of the college and is accepted by the administration, Matsui recommends establishing the program in coordination with the career planning and placement office which works with non-minority students. *T.A.*

For more information, contact: Sandra Matsui, Director of Student Special Services, California State College, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93309, 805/833-3124.

California State College, Stanislaus

Community College Contacts—Realizing that many minority community college students had little knowledge of baccalaureate programs, administrators at California State College, Stanislaus (CSCS) initiated efforts to encourage their consideration of further education. They discovered that many students at the three local community colleges were unaware of the existence of CSCS, the only public four-year college in the area.

Leodoro Hernandez, director of the Bilingual/Cross Cultural Program, met with community college personnel to discuss his concerns. He established associations for minority counselors and advisers at CSCS and the community colleges to probe ways of working together.

Hernandez also hired CSCS students to work with community college counselors in identifying students interested in attending a four-year college. Called student ambassadors, they received training in recruiting techniques and financial aid counseling. The ambassadors met informally with students and answered their questions. Students completed questionnaires on their future goals to help CSCS personnel understand how different concerns affect their educational decisions.

As the program's culminating activity, Hernandez invited 50 disadvantaged students from each community college to attend a special program at CSCS. He organized separate programs, called Immersion Days, for each college. The day began with a welcome from Hernandez and administrators. Staff members next discussed academic programs, advising, and transfer shock. The morning concluded with a campus tour.

During lunch CSCS graduates and students spoke on their own adjustment to college. In the afternoon students met with faculty mentors in their interest areas. Hernandez had chosen these instructors for their sensitivity to minority students; they in turn built a network of other interested faculty members.

"The program's greatest success is that a lot of minority kids realized that there is a four-year campus nearby," says Hernandez. He plans to hire additional student ambassadors and a coordinator for community college relations. He is also pleased to have discovered the number of CSCS instructors who are interested in helping minority students; in the future he will solicit their assistance whenever minority students visit campus.

Hernandez praises the student ambassadors. "I learned that the kids were more impressed with other students than they were with a middle-aged person," he says. Hernandez also emphasizes that the MAP grant was more effective than larger grants in garnering support for his activities. "The president received the grant so he became actively involved," says Hernandez. "Everyone cooperated—more grants should start at this level." *P.B.*

For more information, contact: Leodoro Hernandez, Director, California State College, Stanislaus, 801 W. Monte Vista Ave., Turlock, CA 95380, 209/667-3534.

The Claremont Colleges

Establishing Support Systems—In spring 1983 staff members of The Claremont Colleges' Office of Black Student Affairs and the

Chicano Studies Center will initiate a 12-week program designed to provide an academic and personal support system for second semester minority freshmen. The goal of the MAP-funded program is to "make clear the message that there are people here who are sensitive to minority students' needs," says Deniese Rayford Hayes, dean of students for the Office of Black Student Affairs. She hopes the program will reduce the high attrition rate for black and Chicano students at The Claremont Colleges, which include Pomona, Scripps, Claremont Men's, Harvey Mudd, and Pitzer Colleges.

Appoximately 40 students will participate in the weekly Human Potential Seminars and weekly writing or mathematics skills workshops. The seminars will concentrate on the interpersonal skills needed for "negotiating the system," such as confidence in extracurricular activities and assertiveness in dealing with instructors. The writing workshop will focus on preparing papers and understanding terms used in essay examinations, while the mathematics workshop will cover mathematics anxiety, calculus, and computers. To foster support systems, Claremont Colleges' faculty members, rather than outside consultants, will teach the courses.

Hayes chose participants whom faculty members identified as potentially benefiting from such a program. She believes it is important to offer the program to second semester freshmen because their first semester experiences will have helped them identify their weaknesses.

To provide additional support, Hayes hired ten minority upper class students as peer counselors. She selected persons who were good students and involved in campus activities. The counseling center provided training in listening skills and assertiveness. Although specific responsibilities will be determined as the program progresses, Hayes views the sponsors as role models and anticipates that they will answer questions and attend program classes with their assigned students.

In addition to the peer network, Hayes hopes to attract minority instructors to serve as mentors to the students as they continue their college careers. Says Hayes: "We lose minority students because they don't have a sense of belonging. The message that there are a lot of people working here on their behalf needs to come from everyone." *P.B.*

For more information, contact: Deniese Rayford Hayes, Dean of Students, Office of Black Student Affairs, Claremont University Center, 240 E. 11th St., Claremont, CA 91711, 714/621-8000, ext. 3639.

College of the Holy Cross

Freshman Friends—In an effort to respond to social factors which "inhibit black students' adjustment to a predominantly white campus," College of the Holy Cross administrators initiated MAP-funded activities between black freshmen and members of the college community. Ogretta V. McNeil, black student adviser, says the activities had varying degrees of success.

McNeil, who is also an associate professor of psychology, is proud of the grant-initiated Older Friends Program. She matched each of the 12 black freshmen with a white faculty or staff member who agreed, at the minimum, to invite the student to her or his home twice during the semester. McNeil carefully selected the participants and considered students' interests. For example, she matched a young woman from the city with a family living in the country. Her goal, she says, was to "get the kids off campus and expand their social network." She believes black students stay in the black community because they have no way of knowing if a person is going to treat them positively or negatively. "This program allows them to become part of the wider community," she says.

McNeil notes that both groups benefit from the program. Students enjoy visiting instructors' homes and often ask if they can bring their friends. The adults are pleased when the students share their problems, and they are able to respond to their concerns. She reports that some matches have not gone beyond the initial contact, and the program has not run as smoothly as she had hoped. She encourages persons interested in similar efforts to establish the older friends network and inform students of the program before they arrive on campus, something which she did not do.

McNeil has similar advice for persons wanting to foster personal contacts between black students and black faculty and staff members. She asked the three black campus professionals to serve as resources and coordinate informal discussions with the black freshmen. Although McNeil personally explained the program to each student and the instructors sent invitations, students have not responded. McNeil speculates that the program might have worked had she had it in place before classes began.

As her third activity, McNeil planned a six-week fall 1982 workshop on study skills and time management and a two-week spring 1983 follow-up. Because the college invited a private company to conduct an on-campus reading and skills course during the fall semester, she decided not to hold a competing workshop. Instead, she told the black freshmen about the program and secured funds for interested students who could not afford the tuition, which is a campus policy. After evaluating the program's success with the freshmen, she will decide whether or not to hold a workshop.

McNeil emphasizes that outreach activities must be in place before the academic year begins. "At a small college with caring and concerned people, programs such as Older Friends can work," she says. *P.B.*

For more information, contact: Ogretta V. McNeil, Black Student Adviser, College of the Holy Cross, Worcester, MA 01610, 617/793-2221.

Des Moines Area Community College

Recruiting Nontraditional Minority Students—At its urban campus, Des Moines Area Community College increased minority enrollment by 25 percent in the past ten months, after implementing an outreach program which stresses helping students find financial aid and employs minority students as recruiters. "The whole idea of the program is to get them in the door—once you get the person interested you can work out the financial aid," says Zack Hamlett, dean of the urban campus.

Program participants, whose average age is 35, can choose between participating in the regular college degree program or in one of the developmental programs, such as vocational training, career assessment, or a high school equivalency examination preparatory course. Students take tests at the Career Development Center to determine their abilities and interests. Staff counselors then assess the results and help the students decide what program to join and how to acquire financial aid. Of the 275 students who have participated, 75 enrolled in developmental courses, 100 participated in the career assessment program, and 100 enrolled in the full college degree program.

Urban campus students are expected, although not required, to recruit other students. This helps them develop their leadership capabilities and attracts students not reached by traditional recruiting methods, Hamlett says. The recruiters talk to high school students, 4-H groups, Boy Scouts and other community organizations and agencies. To publicize the program Hamlett contacts journalists, sends out brochures, and conducts a series of workshops for teenagers and their parents on the program, study skills, and financial aid.

"The program has been very successful and is now an on-going part of the college," Hamlett says. The staff has helped 70 percent of the students find substantial financial aid from sources outside the program, such as federal funding, and they have only had to use MAP funds to pay for developmental classes and high school equivalency examinations. The MAP funds are crucial to the program's popularity and success because they enable Hamlett to promise all students financial aid even when outside funding is

unavailable. "The key thing is you need some money you are free to work with—to be here for people who absolutely need it," Hamlett says. Publicity for the program is also crucial, Hamlett says. "You've got to get the word out." *T.A.*

For more information, contact: Zack Hamlett, Dean of the Urban Campus, Des Moines Area Community College, 1100 7th St., Des Moines, IA 50301, 515/244-4226.

Flaming Rainbow University

Peer Recruiting—Established in the early 1970s, Flaming Rainbow University (FRU) lists its mission as "the development and operation of innovative higher education programs . . . (for) the nontraditional student population in Eastern Oklahoma." Vice President Kathleen Kolhoff describes the students as "American Indian, extremely low-income, working adults, primarily women in their 30s and 40s, many bilingual, and all first generation college students." With MAP funds, FRU launched a personal contact recruiting effort which they hoped would prove more effective than mailings in reaching this nontraditional audience.

Staff members hired 12 students to work as recruiters in the 20-mile radii of the main campus and two educational centers. According to Kolhoff, they employed students, rather than staff members, because they were bilingual and had more direct ties with the communities they would be visiting.

Prior to the field work, students and staff members determined which communities to target and what strategies to employ. Kolhoff stresses the importance of giving recruiters the freedom to determine what type of contact is appropriate and what should be stated. Recruiters also studied the information needed by applicants.

The recruiters contacted more than 500 potential students between June and September 1982. They met with people in churches and in more informal gatherings. Kolhoff says that many of the contacts had never considered college and asked about higher education, FRU's open admissions policy, and financial aid.

Kolhoff says the personal contacts were well worth the effort. Ten percent of the contacts enrolled and have a retention rate of 60 percent, as compared to the 25 percent rate for most first semester freshmen. During the spring 1983 semester the recruiters will follow-up with the drop-outs and previous contacts. "Ongoing support is necessary," says Kolhoff. "The perceived risk in starting college is very high, and their decisions to enroll are not made hastily or carelessly."

As part of the increased attention to recruiting, instructors in the freshman orientation course revised the course to incorporate FRU's educational philosophy. Their efforts resulted in the campus perception of the course moving from "a chore to be endured to a vital entry experience," says Kolhoff. She credits the friendly competitiveness between the three campuses for increased orientation enrollment and retention, as part of the program's success. *P.B.*

For more information, contact: Kathleen Kolhoff, Vice President, Flaming Rainbow University, 419 N. Second St., Stilwell, OK 74960, 918/696-3644.

Fordham University

Revitalizing Minority Students' Teachers—Recognizing that one of the causes of low participation by minorities in the sciences is that elementary school teachers are often uncomfortable with teaching science, Fordham University staff members established, with the help of MAP funds, a course to help teachers become interested and at ease with science. "Each teacher touches the lives of a minimum of 35 children a year, by training even a dozen teachers, we could reach over 400 children in one year," says Elaine Schwartz, director of Fordham's Learning Center.

The course participants and the center staff together develop curricula to be used by any general education teacher of children varying in age and abilities. Teachers practice science lessons that they will "immediately bring back to their classrooms and use," says Schwartz. The teachers participate in a theoretical discussion of air, for example, and then learn to do simple experiments that they can replicate in their own classrooms. Each teacher makes a kit to bring back to his or her classroom with task cards telling his or her students how to do the various experiments. Other class topics include heating, cooling, and solar energy; electricity and magnetism; and science in the winter solstice.

One of the course's goals is to provide the teachers with the necessary skills to serve as trainers for their colleagues. Most of the second semester is devoted to group projects in which two teachers develop a series of two or three written curricula on any science topic that stresses hands-on experience. The teachers conduct workshops for at least 20 teachers at their own schools, training them to implement the curricula. Schwartz views the workshops as valuable tools for sharing the information taught in the Fordham course.

Having the teachers immediately use in their own classes the lessons that they learned and developed is one way of testing the lessons' validity, says Schwartz. So far the results have been "better than we anticipated—the enthusiasm is very high," Schwartz says. Learning Center staff members watch the teachers in action in their classrooms and have been impressed with their success, says Schwartz. She stresses that two elements of the program are important to its success: participants who are volunteers and therefore clearly interested, and the requirement that the teachers develop their own curricula in order that they will be able and interested in implementing them. *T.A.*

For more information, contact: Elaine Schwartz, Director, The Learning Center, Fordham University, 113 West 60th St., New York, NY 10023, 212/841-5518.

Johnson C. Smith University

Improving MCAT Scores—In summer 1981 Johnson C. Smith University faculty members conducted a six-week MAP-funded workshop for pre-medicine majors on topics covered in the Medical College Admission Test (MCAT). According to B. K. Chopra, chairperson of the biology department, instructors designed the course on the premise that "black students score lower on the MCAT because they do not review before taking the test and because they lack study skills."

Administrators invited their own students and others from United Negro College Fund schools in North and South Carolina. Eleven students completed the program of daily classes. Six faculty members taught in the workshop and devoted each week to a separate topic. They covered biology, general chemistry, organic chemistry, physics, reading, and writing. Students worked problems and practiced taking tests in each area.

According to Chopra, the MCAT scores of students enrolled in the workshop rose from 3.3 to 3.5 when they repeated the examination. He is disappointed that there was not a greater improvement and speculates that although students developed a greater understanding of the subject matter, they did not receive enough practice in the test-taking skills required for MCAT. He was pleased that students had the opportunity to review materials they had covered in previous courses, learn information applicable to future courses, and get a taste of what is expected on the MCAT.

Chopra hopes to offer the workshop again if funding is available. He advises that similar programs be expanded to 12 weeks so that the various subjects can be spread over a longer period to make the experience less intense. *P.B.*

For more information, contact: B. K. Chopra, Chairperson, Department of Biology, Johnson C. Smith University, Charlotte, NC 28216, 704/378-1050.

Kentucky State University

Students Helping Students—In fall 1981 Kentucky State University's Learning Resources Center Director Robert Baker initiated the Cross-Class Coach Counselor Program, which pairs juniors and seniors with freshmen needing academic tutoring or advice. MAP funds provided stipends for the counselors, whom Baker selects on the basis of their academic strengths, ability to relate to others, and financial needs. The purpose of the program is "to prevent misunderstanding, frustration, and failure among freshmen during their initial year," and help decrease the attrition rate, according to the program brochure.

The counselors participate in monthly training workshops, which include discussions of the theory and practice of tutoring, advising, and counseling. They meet with their students on a one-to-one basis a minimum of once a week. The counselors' monthly reports "have indicated that some counselors have had good results and some did not receive the cooperation they thought they would from their students," says Baker.

He is still working on a solution for motivating students to participate in the program. Baker had hoped the counselors would remain with the program for the duration of a school year or at least one full semester, but some of the best counselors were teaching candidates and had to leave mid-semester to complete their student teaching requirements, he says.

Baker does not feel the program accomplished everything he had hoped, but "I do feel we've accomplished quite a bit. We've helped the students and have at least given them the opportunity to help themselves or to receive help from a peer who understands their point of view." In the future he plans to assign students to counselors during orientation and will try to arrange year-long contracts with each of the counselors. *T.A.*

For more information, contact: Robert M. Baker, Coordinator, Learning Resource Center, Kentucky State University, Frankfort, KY 40601, 502/564-2550.

Lafayette College

Freshman Prep Program—With funds from MAP and other sources, Lafayette College administrators established the voluntary Freshman Prep Program for freshmen needing assistance with learning skills and coursework. Frank Dobson, program director, invites participation from students recommended by instructors or identified by the admissions office as potentially having problems in college, as well as students who request assistance. The college has secured funding for the program through the 1983–84 academic year.

Dobson originally aimed the program at minority engineering students. Realizing that the small number of minority engineering majors did not justify a comprehensive effort, he opened the program to all freshmen. Dobson says this action reduced the stigma attached to the program by instructors who were critical of efforts directed solely at black students. He stresses the importance of faculty input and has achieved this by soliciting their recommendations for participants and by setting up a faculty advisory board. Dobson continues to pursue minority engineering student participation as a way to reduce their 50 percent attrition rate.

At the program's core is a system of peer tutors and counselors. Usually a junior or senior, selected on the basis of faculty recommendations, a tutor's job is to work on a one-to-one basis with freshmen needing help in various subjects. The program also offers group tutorials.

Dobson is proud of the peer counselors who he and the counseling center director trained. Counselors visit residence halls and establish a personal rapport with assigned students. Says Dobson, "Freshmen found the counselors helpful whether they were simply listening or offering constructive criticism on study habits or classroom strategies." He notes that students often request tutoring after discussing their mid-term evaluations with counselors.

Other activities include workshops on values clarification, test taking, and interracial relations. In 1981 Dobson offered a summer preparatory program for incoming students; he rates this a success and plans to repeat it, noting that it gave students an added maturity towards their college adjustment.

"The program's greatest success is increasing rapport between the dean's office and Afro-American students," says Dobson. "They see that someone cares." *P.B.*

For more information, contact: Frank E. Dobson, Director, Freshman Prep Program, Lafayette College, Easton, PA 18042, 215/250-5080.

Manhattanville College

Career Information for Minority Students—Recognizing that minority students often have fewer professional role models than other undergraduates, Manhattanville College staff members are providing opportunities for them to learn about a wide range of careers. To initiate these efforts, many of which are MAP-funded, Joan Rubenstein, MAP counselor, organized an informal network of local business representatives. These business professionals act as resource persons for any student who wishes to find out more about their fields and professions.

In addition, the professionals also participate in on-campus career seminars. Rubenstein targets each seminar at one group of students. For example, a publisher and editor spoke to English majors. Rubenstein chose disciplinary areas in which there were a large number of minority students. She also established an advisory council of black students to select seminar topics and set up the programs. The council decided that the seminars, with the exception of those that focus on opportunities specifically for minorities, should be open to all students. Rubenstein says that students rate the seminars highly, and she encourages other colleges to form similar councils.

Rubenstein is establishing a larger network of career information sources through the publication of a minority resources guide. The guide is a partial listing of the names and addresses of minority alumni; future editions will also include alumni's majors and occupations. Rubenstein plans to sponsor informal meetings with students from various departments as part of their job searches. The groups will discuss career options, and Rubenstein will demonstrate how the guide can be used to follow-up career interests and identify which fields other persons with their majors have gone into.

Rubeinstein also helped students begin to think about careers in a workshop that ran concurrently with the summer 1982 prefreshman Higher Education Opportunity Program, which offers assistance in basic skills. After completing the Strong-Campbell Interest Inventory, the minority students visited the college career library to learn about the vocational areas in which they received high scores. This process helped students begin considering the coursework necessary in these fields, says Rubenstein. Discussions also focused on such work-related attitudes as motivation, organization, and assertiveness.

Rubenstein believes the activities have been successful in increasing student's awareness of career opportunities. "We have helped students connect with professionals and feel comfortable talking with these people," she says. "They know about the resource persons' fields, and they know what questions to ask." *P.B.*

For more information, contact: Joan Rubenstein, MAP Counselor, Manhattanville College, Purchase, NY 10577, 914/694-2200.

University of Mississippi

Black and White Student Counselors—University of Mississippi staff members applied MAP funds to activities designed to bring black and white students together and ease black freshmen's adjustment to the university. Gloria Robinson-Lewis, former assis-

tant director of student activities for minority affairs, formed integrated student teams to serve as interpreters of campus politics and procedures for black freshmen at the predominantly white university.

Both undergraduate and graduate students served on the two-person teams. In selecting student counselors, Lewis examined their academic records, human relations skills, campus knowledge, and empathy with black students. She chose 11 integrated teams and four all-black teams. Counselors attended training sessions on orientation, registration, and such survival skills as study methods and relating to people. "I wanted them to know more than a building's location," says Lewis, who is now administrative liaison for cooperative extension and research at Lincoln University. "I wanted them to identify the freshmen's interests, take them to the appropriate club meetings, and explain campus politics."

Each team worked with one freshman. Counselors assisted students with course selection, registration, and financial aid procedures and discussed feeling homesick. Lewis discovered that counselors who had experienced study problems were able to identify similar weaknesses in the freshmen and offer assistance.

Staff members also held student and faculty seminars on black awareness. The former sessions focused on male/female relations, the meaning of equality, and higher education. Lewis says students enjoyed the seminars, although she was disappointed that few white students attended. Faculty programs covered the special problems of black students at the university.

Lewis rates the program's impact on counselors as its greatest success. Counselors became friends and those active in student organizations were able to relate to each other better. Although team members received a nominal stipend, many told Lewis that they would have volunteered and gladly worked with more than one freshman.

In developing similar programs Lewis advises setting up an interview committee rather than having one person conduct all of the interviews. She notes that diagnostic tools are needed so that counselors can have more basis for their decisions, and that the counselors felt students needed assertiveness training. *P.B.*

For more information, contact: Gloria Robinson-Lewis, Administrative Liaison, Lincoln University, 203 Schweich Hall, Jefferson City, MO 65101, 314/751-2310.

University of Missouri-Columbia

Summer Activities for Minority Medical Students—In 1982 the University of Missouri-Columbia School of Medicine revised its ten-year-old summer program aimed at helping minority and nontraditional students prepare for their first year of medical school. With MAP funds medical school education specialist Elizabeth Coe Baber devised a more rigorous program that would present materials covered in fall classes and be more attractive to potential participants.

Baber invited 20 students to participate on the basis of such factors as recommendations, grade point average, and Medical College Admission Test scores. Eleven students attended the seven weeks of tuition-free classes; five students also completed an additional preceptorship with minority physicians. All students received stipends and copies of the biochemistry and gross anatomy textbooks they would use in their fall courses.

During the program medical school faculty members taught a condensed version of biochemistry. Students also covered the early sections of their fall gross anatomy course with lectures and daily dissection laboratories. Instructors offered other sessions on patient interviewing and statistical procedures.

In addition, students reviewed study skills and test-taking strategies and learned speed reading and medical terminology. Instructors emphasized the skills necessary for absorbing the quantity of material presented in medical courses. Students also toured the medical school complex, the university, and the local community. Baber believes it is important to help nontraditional students acclimate to the "white, male, conservative culture of medicine in a rural, conservative, small city."

Baber selected five students to extend their program with the four-week preceptorship and receive an additional stipend. Each student followed his or her physician through his daily routine. Their experiences included interviewing patients, taking blood pressure, running laboratory tests, and assisting in operations. Baber notes that some of these experiences would not usually occur until the second or third year of medical school. Students were very enthusiastic about the program and enjoyed comparing their physicians' approaches and life styles. Baber hopes that the preceptorship experience will sustain students as they enter the difficult years of medical school.

"The physicians like the program because it allowed them to share their own philosophies and help students view medicine in a more general fashion than is presented in the disease-oriented tradition of med school," says Baber. She feels it is important for nontraditional students to develop a personal relationship with a physician and gain a more realistic view of medical practice.

Baber rates all the summer's activities as successful in preparing students for the medical school experience. Some faculty members continue to hold a negative view of the activities because of past experiences with the old program's graduates, a problem Baber had hoped to overcome. She agrees with instructors who tell her that "you can't cure an underprepared student in one summer" and is looking for funds to extend activities to all years of medical school. *P.B.*

For more information, contact: Elizabeth Coe Baber, Education Specialist, School of Medicine, University of Missouri-Columbia, M-228 Medical Science Building, Columbia, MO 65201, 314/882-2923.

Ohio University

Black City Politics—To help students develop research skills and observe classroom theories in practice, E. Yvonne Moss, former instructor of Afro-American studies, designed a course on black political participation, with a focus on Columbus, Ohio. Called Black City Politics, the winter 1982 quarter course featured lectures, library work, and field research.

Moss, who is now assistant professor of political science at Tougaloo College, lectured on such topics as urban political movements, black participation in Columbus and Cincinnati politics, and the transition to black rule in Detroit and Atlanta. Moss assigned each of her eight students topics to investigate, including financial dilemmas, black leadership, and demographics and political traditions. A librarian discussed specialized research, and students learned how to use information sources at the county library.

Moss calls the field research the best part of the course. Students interviewed 23 "notables" in Columbus politics, including the mayor, council members, and community leaders. They identified the notables from magazine and newspaper articles, politicians' recommendations, and previous political studies. Moss and the students developed a questionnaire centering on Columbus politics, power and leadership patterns, and black participation in Columbus politics. Students also tailored each interview to the particular person.

"Before the interviews students had a distorted view of public figures," says Moss. "Sometimes they were overwhelmed by the caliber of people they met and sometimes they were disappointed."

As part of the MAP grant, which funded the course, Moss is editing a monograph of student articles on current issues in Columbus politics. Topics range from distribution of power to neighborhoods versus downtown business development.

Students rated the course exciting and valuable, says Moss. She found that the ten-week quarter was not long enough to complete all coursework; students refined their articles during the next

quarter. She advises that similar courses be divided into one quarter for research and one quarter for analysis and writing. *P.B.*

For more information, contact: E. Yvonne Moss, Assistant Professor of Political Science, Tougaloo College, Tougaloo, MS 39174, 601/956-4941, ext. 360.

Pace University

Brothers and Sisters Together—Since the late 1960s Pace University has provided low-income students with financial aid and tutorial and counseling support through several special programs. The seven-year-old Pace Opportunity Program (POP) has been especially successful in keeping 90 percent of its participants enrolled, says George L. Mims, director of special programs. Mims characterizes the POP atmosphere as family-like and notes that the students, who continue in the program during their four years, develop informal caring relationships with each other. Mims received MAP funding to institutionalize these relationships and help upper class students deal more effectively with incoming students.

Mims chose 45 upper class students on the New York City and Pleasantville campuses to serve as peer counselors. He was careful to choose students who were interesting, doing well in school, and excited about the program. A psychiatric social worker conducted training sessions for the counselors on university services, communication skills and counseling techniques.

Mims matched the counselors with freshmen. They visit regularly with the students to talk about topics ranging from study skills and test-taking strategies to campus activities and personal problems. Mims views the counseling as an effective method of developing upper class students' leadership skills. He also hopes it will strengthen the counselors' own commitment to education.

As a further extension of the family orientation, Mims has invited Pace alumni who participated in POP or similar programs to meet with the students. During spring 1983 alumni will visit the campus to discuss college preparation and careers, and the skills and knowledge which employers are interested in. Mims views the alumni as role models who can share the realities of the working world. He says they are eager to make a contribution to a program in which they participated.

Mims stresses that the peer counselors and alumni are not paid for their involvement. "I really believe this is the best way," he says. "We're a great big family, and we have responsibilities to help each other through the good times and the not-so-good times. We can provide the experiences that will help students have a rewarding and fulfilling stay at the university." *P.B.*

For more information, contact: George L. Mims, Director of Special Programs, Pace University, Pace Plaza, New York, NY 10038, 212/285-3285.

Rhode Island College

Increasing Minority Graduate Student Enrollment—In an effort to extend their commitment to minority undergraduate enrollment to the graduate level, Rhode Island College (RIC) administrators are conducting activities designed to expand faculty awareness of the special needs of minority graduate students and to interest more minority students in graduate work at RIC, says William Small, associate dean of the graduate school and associate professor of education. Small began his MAP activities with faculty meetings focusing on case studies of recruitment, admission, and advising situations to demonstrate how minority students' special concerns can affect a decision. He asked instructors to refer potential minority graduate students to him. Based on their referrals, he hoped to establish personal contact with each potential student, discuss available programs, and answer any concerns.

Small requested similar referrals at a meeting with representatives of community organizations which work with minorities. As a result of this meeting, a Providence radio station invited him to discuss graduate education and the minority student at RIC. Small also employed the Educational Testing Service's Minority Graduate Student Locator Service as a method for identifying potential students and added an optional minority student identification question to the graduate school application form.

To further interest minority students in RIC, Small prepared a brochure which describes the graduate program, faculty, and available financial aid and pictures minority graduate students. He plans to distribute this brochure to all agencies concerned with minorities in Rhode Island, Massachusetts, and Connecticut.

Small identifies the MAP grant as a catalyst for motivating himself and others on campus to pay explicit attention to the recruitment of minority graduate students. He admits that his goals were overly ambitious for a one-year project. He counsels others interested in similar programs to concentrate their energies on one or two specific activities. Based on his experiences, Small recommends that administrators discuss the concerns of minority grad-

Roosevelt University

Bilingual Beginnings for Hispanic Business Students—To encourage Hispanic high school seniors to pursue a degree in business, Roosevelt University administrators are using MAP funds to provide these incoming students with bilingual economics and accounting courses. The main obstacle for Hispanics interested in higher education is language, says Mike Lewis, assistant to the dean of the College of Business Administration. Lewis anticipates that the program will boost the college's enrollment of Hispanics so as to better represent the community.

The college admissions office recruited students in fall 1982 from area high schools. In summer 1983 most students will enroll in the English Language Program (ELP), already an extensive program at Roosevelt, and continue in this until they have fully developed their English skills. "ELP is the foundation for successful completion of university work," says Douglas Lamont, dean of the College of Business Administration. Some students will already be fluent and begin with the courses directly in the fall. All program participants will have access to the Learning Resource Center, which offers individual tutoring and counseling in study skills, writing, and communication skills.

During the fall students will take two courses taught in Spanish, one in macroeconomics and the other in basic financial accounting. The only unique feature of these courses is that they are taught in Spanish, Lewis says. Students who pass these courses can immediately participate in the regular business program. They will continue to have access to materials and counseling in Spanish. How the administration will handle students who do not pass the bilingual courses is still undecided, says Lewis.

The 30 students Lewis plans to recruit for the program must meet the regular college admission standards although they may take the Spanish Scholastic Achievement Test or the "Prueba de Aptitud Academica," a nationally standardized examination. Lewis predicts that the program's graduates will "no doubt do something where their Hispanic background will be key to their work." There will be good prospects for them in the Hispanic community and some may return to help with a family business, Lewis says.

The success of the program depends largely on the admissions office's success in recruiting students, Lewis says. Cynthia Diaz, the program's recruiter, has visited seven of the eleven targeted high schools and various community organizations. She is looking for students who have good mathematics skills and recommendations from instructors. Her tactics include media releases for local radio and newspapers, and she is preparing a brochure describing the program which will be distributed directly to the students. *T.A.*

For more information, contact: Mike Lewis, Assistant to the

Dean, College of Business Administration, Roosevelt University, 430 South Michigan Ave., Chicago, IL 60605, 312/341-3820.

Smith College

The Bridge to Smith — With MAP funds, Smith College staff members revised the 12-year-old Bridge, a pre-freshman orientation program for black students. Conceived in 1969 as "a response to the racism and elitism existing in American society," Bridge needed to reach out to the growing number of Asian- and Hispanic-American students, who were also struggling with questions of cultural identity, says Johnnella E. Butler, associate professor and chairperson of the Afro-American Studies department. She invited all incoming minority freshmen to attend the first revised Bridge in summer 1982; approximately 50 percent of the potential participants, 36 students, enrolled.

In the past, Afro-American Studies instructors coordinated the two-week long Bridge. Butler asked other minority faculty members to participate in the revised program. She also sponsored a leadership training workshop for minority students interested in working for Bridge; an advisory committee selected 12 upper division students as staff members.

Students attended a daily workshop that provided a "historical overview of the coming of minorities to America and how these communities expressed (in literature) the issues that evolved," says Butler. Minority guests discussed their ethnic groups' experiences, and Butler showed films detailing American minority life. Students also attended sessions designed and led by student staff members on such topics as black women in America, Cuban exiles in America, and the cultural experiences of various Asian groups.

In the evening minority professional women talked about maintaining their cultural identity while succeeding in the larger society. In final sessions on cultural diversity, a counselor pulled together the various Bridge facets and helped students recognize their common experiences and form a cohesive group, says Butler.

Butler calls Bridge a joyous experience. She says it helped students discard the "negative perception of being a minority in the larger society." She has initiated additional activities, such as films, discussions, and study skills workshops for Bridge students. She also views Bridge as "waking the larger community up to the rich cultural diversity of the campus." Student groups have recommended that freshman orientation include issues confronting minority students. Butler also has scheduled films, lectures, and discussions on minority culture for the entire campus community. *P.B.*

For more information, contact: Johnnella E. Butler, Chairperson, Department of Afro-American Studies, Smith College, Northampton, MA 01063, 413/584-2700, ext. 605.

State University of New York College at Buffalo

Mentors and Role Models—To help minority students make educational and career decisions, the MAP-funded program at the State University of New York College at Buffalo matches students with a minority graduate student mentor who acts as a role model and provides academic, career, and personal advice. The program also provides in-residence student counselors who meet with students in the residence halls in the evenings. Program participants may also enroll in a course to learn about careers and the importance and techniques for understanding one's needs and goals, says Chio Osi Yande, coordinator of the program and course instructor.

The 42 1982–83 participants are primarily students who had financial and academic problems upon entering college, but who successfully completed the first year of a decelerated Education Opportunity Program. They are matched to one of six graduate student mentors according to their academic interests and language needs. Department deans recommend students for mentor positions. The mentors are, most importantly, very caring and committed to helping students, says Osi Yande. They receive stipends and also benefit from the program by having their own career goals sharpened, says Osi Yande.

The mentors, in both one-to-one and group weekly sessions with their students, "communicate the nature of their own educational struggles and their personal process of making a career decision," says Carole Smith Petro, former project director and presently acting assistant to the president. The mentors have no formal training in counseling but can direct students to the tutoring and counseling services available on campus. The two in-residence counselors respond to students' academic or personal needs when other offices are closed, coordinate a series of guest speakers and film biographies of accomplished people, and arrange meetings for the students with faculty advisers and community professionals.

Program participants may enroll in a three-credit course called Work and Employment, which introduces them to different dimensions of careers and encourages them to analyze society and themselves, says Osi Yande. The course and program emphasize mathematics and science careers, because of lower unemployment rates in these fields.

The program has received "very positive feedback from the administration, staff and students," Osi Yande says. She credits the success of the program on the personal and supportive relationships the students form with their mentors. "People in the program have to care and it has to get to an intimate personal level," Osi Yande says. "Students must be encouraged to be self-analytical—to see why they are doing what they are doing." *T.A.*

For more information, contact: Chio Osi Yande, Coordinator of the Minority Achievement Program, c/o The Colleges, State University of New York College at Buffalo, 350 Porter Quad, Buffalo, NY 14261, 716/636-2464.

Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
202/387-3760

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